

## MANCHESTER ELEMENTARY

200 W. Clark Street  
Pinewood, SC 29125

**GRADES** PK-5 Elementary School

**ENROLLMENT** 567 Students

**PRINCIPAL** Marilyn T. Adams 803-452-5454

**SUPERINTENDENT** J. Frank Baker 803-469-6900

**BOARD CHAIR** James Giffin 803-481-2147

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
3	20	54	8	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

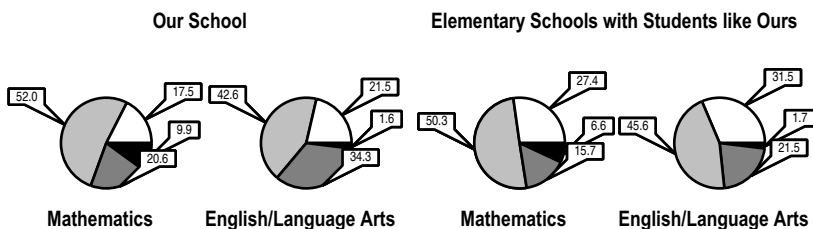
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




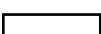
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	35	89	28
Percent satisfied with learning environment	91.4%	76.1%	89.3%
Percent satisfied with social and physical environment	94.3%	79.5%	66.7%
Percent satisfied with home-school relations	55.9%	80.9%	78.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	280	99.6	21.5	42.6	34.3	1.6	35.9	17.6
Gender								
Male	134	99.3	23.0	42.6	32.8	1.6	34.4	17.6
Female	146	100.0	20.2	42.6	35.7	1.6	37.2	17.6
Racial/Ethnic Group								
White	147	99.3	13.9	45.3	38.0	2.9	40.9	17.6
African-American	131	100.0	29.5	40.2	30.4	N/A	30.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	231	99.6	15.8	41.4	40.9	2.0	42.9	17.6
Disabled	49	100.0	45.8	47.9	6.3	N/A	6.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	280	99.6	21.5	42.6	34.3	1.6	35.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	279	99.6	21.2	42.8	34.4	1.6	36.0	17.6
Socio-Economic Status								
Subsidized meals	213	100.0	25.9	40.7	32.8	0.5	33.3	17.6
Full-pay meals	67	98.5	8.1	48.4	38.7	4.8	43.5	17.6

Mathematics								
All students	280	100.0	17.5	52.0	20.6	9.9	30.6	15.5
Gender								
Male	134	100.0	17.9	44.7	22.8	14.6	37.4	15.5
Female	146	100.0	17.1	58.9	18.6	5.4	24.0	15.5
Racial/Ethnic Group								
White	147	100.0	10.9	47.8	27.5	13.8	41.3	15.5
African-American	131	100.0	25.0	57.1	12.5	5.4	17.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	231	100.0	13.7	51.5	23.5	11.3	34.8	15.5
Disabled	49	100.0	33.3	54.2	8.3	4.2	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	280	100.0	17.5	52.0	20.6	9.9	30.6	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	279	100.0	17.1	52.2	20.7	10.0	30.7	15.5
Socio-Economic Status								
Subsidized meals	213	100.0	21.2	52.9	18.5	7.4	25.9	15.5
Full-pay meals	67	100.0	6.3	49.2	27.0	17.5	44.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	94	N/A	11.7	34.0	51.1	3.2	54.3
	Grade 4	91	N/A	11.0	58.2	30.8	N/A	30.8
	Grade 5	101	N/A	22.8	61.4	14.9	1.0	15.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	100.0	13.4	32.8	52.2	1.5	53.7
	Grade 4	102	100.0	11.5	44.8	40.6	3.1	43.8
	Grade 5	101	99.0	38.6	47.7	13.6	N/A	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	94	N/A	11.7	64.9	16.0	7.4	23.4
	Grade 4	91	N/A	18.7	49.5	17.6	14.3	31.9
	Grade 5	101	N/A	41.6	42.6	11.9	4.0	15.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	100.0	14.9	58.2	19.4	7.5	26.9
	Grade 4	102	100.0	6.3	44.8	31.3	17.7	49.0
	Grade 5	101	100.0	31.5	55.1	10.1	3.4	13.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 567)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 5.9%	3.3%	2.4%
Attendance rate	95.8%	Down from 96.4%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.2%	Down from 13.1%	9.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Down from 10.1%	9.0%	8.0%
Older than usual for grade	1.4%	Down from 2.2%	1.7%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	32.4%	Down from 35.9%	43.9%	50.0%
Continuing contract teachers	75.7%	Down from 82.1%	84.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.7%	Down from 85.1%	85.9%	86.2%
Teacher attendance rate	91.1%	Down from 93.6%	94.9%	95.3%
Average teacher salary	\$36,143	Up 2.1%	\$39,323	\$39,909
Prof. development days/teacher	18.2 days	Up from 16.7 days	12.1 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	21.4 to 1	Up from 20.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	85.4%	Down from 89.3%	89.6%	89.7%
Dollars spent per pupil*	\$5,199	Up 5.8%	\$6,004	\$5,892
Percent spent on teacher salaries*	64.4%	Down from 67.1%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

For over twenty-five years, Manchester Elementary has been accredited by the Southern Association of Colleges and Schools. This year, Manchester Elementary was honored by being named a South Carolina Red Carpet School and a National PTA School of Excellence. We are committed to providing a safe and stable environment where all children can learn and succeed. We maintain high expectations for academic achievement, personal responsibility, and respect.

Our school, with a staff of approximately 70, offers an educational program that gives each student opportunities to excel. Teachers are cognizant of the different needs and learning styles of students. They employ appropriate instructional strategies and practices to deliver a curriculum that is carefully aligned to the South Carolina state standards.

Innovative programs such as Lightspan (skills are acquired through interactive play stations), Reading Renaissance (promotes retention of information while reading at the student's comfort level), Fast Forward (language-based reading), and Computer Assisted Instruction support the curriculum at Manchester.

Students also participate in chorus, career awareness, drug prevention programs, safety patrol, flag patrol and peer tutoring. Through our Service Learning projects, the students learn the benefits of recycling, working with the elderly and conserving our environment. Due to the rural location of our school in southern Sumter County that requires a high percentage of our students to rely on bus transportation, we offer an after-school tutorial program to increase specific skills in the student's area of weakness.

Parents are actively involved in their children's education through such organizations as PTA, the School Advisory Committee, Title I School-wide Committee, School Improvement Council, and the Strategic Planning Committee.

Marilyn T. Adams, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.